



Position Description

Position Title	Humanities Teacher (Years 7-11)
Reports to (Position)	Head of Department / Head of School
Location	Mount Eliza, Mornington Peninsula
Employment Status	Maximum Term

Components of this Position Description	
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This Position Description is a summary of the core responsibilities and expectations of a Peninsula Grammar Humanities Teacher. The incumbent may be directed to perform other functions to support the organisation to achieve its objectives.

1. Organisational Profile

Peninsula Grammar School (PGS) is a coeducational school of excellence, which fosters the full and balanced development of each child. In caring for students and their learning, we encourage them to take up life's challenges both at the School and beyond.

The Principal is the Chief Executive Officer of the School. The Principal leads the School Senior Leadership Team, the members of which play a significant role in developing, implementing, and evaluating School policy. Ultimately the responsibility for the leadership and management of the School rests with the Principal.

All employees of Peninsula Grammar have a responsibility to:

- Reflect and nurture the aims and philosophy of the School in the course of their work
- Through the example displayed in their approach to their work, energise fellow staff, students, and parent by fostering quality relationships and community development
- Provide effective role modelling using appropriate conflict resolution and negotiation skills
- Maintain strict confidentiality and support for the School
- Maintain professional competence and current knowledge in educational trends
- Maintain a client-centred approach to all aspects of their work.

Employees are appointed by and act under the direction of the Principal, through the School Leadership Team. The appointee to this position will be required to participate in a regular performance review in accordance with the School Professional Review and Development Program.

PGS is committed to promoting diversity and inclusion at the workplace and expects employees to consistently demonstrate its values through the quality of their work performance and conduct.



2. Position Objective

The Peninsula Grammar Humanities Teacher is responsible for educating students across three fundamental skills required of them in the 21st century, research, questioning, and problem solving. The objective in all rolls is to ensure student growth, increase student performance and advance the mission of our school to enable each child to pursue excellence.

3. Key Stakeholders

Internal

- Principal and Deputy Principal
- Business Manager
- Head and Deputy Heads of Junior, Middle, Pre-Senior and Senior Schools
- Head of Department / Faculty
- Teaching Staff
- Students

External

- Parents and Families
- Members of the School Community
- External Providers

4. Core Responsibilities and Accountabilities

The Peninsula Grammar Humanities Teacher will work under the guidance of the Head of Department and collaboratively within the Faculty. The role of a Humanities Teacher at Peninsula Grammar is to nurture the educational and developmental needs of each student to ensure that he/she realises their potential in the spiritual, academic, cultural, physical, and emotional domains within a caring Christian community.

Teachers at Peninsula Grammar are:

- Supportive of the Educational Philosophy of the School
- Committed to the school's Positive Psychology/Positive Education philosophy
- Active in promoting and modelling Christian values
- Contributors to a caring and supportive community
- Focused on the needs of the school's clients
- Facilitators of positive and productive community relationships
- Active participants in the professional learning community
- Focused on developing a culture of excellence
- Committed to the holistic education of the students in their care
- Continuously improving their teaching practice and professional knowledge base



The Peninsula Grammar Humanities Teacher will:

Demonstrate the use of Effective Teaching and Learning practices by:

- Engendering in students a love of learning
- Establishing an affirming learning environment which fosters the development of initiative, independence, and intellect
- Modelling the appropriate character strengths and utilising gratitude and validation in classroom teaching practice
- Maintaining a teaching focus on excellence in student learning outcomes
- Catering for differing student learning styles and stages of development
- Integrating technology into classroom teaching practice as appropriate
- Developing in students the ability to think creatively and critically and the skills of life-long learning
- Effectively managing classroom time, lesson planning and assessment schedules
- Ensuring that the classroom models purposeful learning for all students
- Seeking out and using a variety of teaching strategies appropriate to student's individual learning needs
- Employing effective classroom management strategies

Demonstrate knowledge and skills in Curriculum Design and Program Development and Review by:

- Contributing to collaborative planning and decision making within the subject department
- Assisting in the development and implementation of Positive Education initiatives and/or activities in the classroom or workplace
- Developing appropriate teaching material and assessment items
- Meeting record keeping, reporting and student profiling expectations and deadlines
- Preparing work programs and units of work as required
- Establishing practices of regular review of programs and resources
- Appropriately caring for and maintaining school resources.

Support the school Code of Conduct and discipline program by:

- Being alert to and immediately challenging instances of harassment, prejudice, and inequity
- Being alert to and acting upon instances endangering student safety
- Being punctual and diligent in playground and other supervisory duties
- Encouraging students to meet expectations for appropriate behaviour
- Maintaining right and proper relationships with students
- Being courteous, firm, consistent and fair in dealings with students
- Challenging inappropriate behaviour and disciplining students as appropriate
- Responding appropriately to breaches of the School's behaviour management and uniform policies
- Presenting and conducting her/him in a manner consistent with the School ethos and policies.



Demonstrate commitment to the school's philosophy to balanced and holistic education by:

- Positively promoting the School both within the School community and in the wider community
- Contributing to the development of a positive psychology culture in the classroom/workplace
- Attending School functions as appropriate
- Establishing positive relationships with parents and family members
- Promoting positive home/school partnerships which support student learning and development
- Reporting regularly on academic, cultural, sporting and personal development to students, parents and guardians
- Responding promptly to parent or student concerns
- Supporting the School co-curricular activities, House competitions, and service, sporting and cultural programs, as appropriate
- Participating in the Associated Grammar Schools Victoria Sporting program as required (including Saturday morning programs)
- Participating in co-curricular activities including camps, excursions and retreats as required
- Engendering in students' pride in and commitment to the school

Establish supportive and positive relationships with students which reflect the values of the School community and provide quality pastoral care by:

- Modelling exemplary behaviour reflective of the values and ethos of the School
- Developing mentoring relationships with Mentor group students
- Facilitating student learning and personal development by establishing clear and consistent expectations and routines
- Modelling appropriate conflict resolution and negotiation skills to staff and students
- Demonstrating the school community's values in all relationships and interactions with students
- Participating in the development, implementation and regular review of the School pastoral care program

Demonstrate commitment to Professional Growth and Development by:

- Actively contributing to the professional learning community through reflection, research and scholarship
- Maintaining and continuously improving subject discipline knowledge, skills and pedagogy
- Maintaining and enhancing a deep understanding of how students develop and learn
- Participate in the School Professional Review and Development Program as required
- Support colleagues in the implementation of their Professional Review and Development Program
- Demonstrating a willingness to initiate and innovate in teaching and learning practice



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- Maintaining and enhancing technological competence as appropriate to subject areas and duties
- Modelling a commitment to the pursuit of lifelong learning
- Engaging regularly with professional networks and associations
- Actively contributing to collegial activities with peers

Comply with School Board and Occupational Health and Safety policies and procedures by:

- Following School Board policies as required
- Following safe working procedures developed for the School
- Ensure all health and safety regulations are adhered to
- Report any equipment or situation that is hazardous or has the potential to affect the health and safety of the Peninsula Grammar workplace
- Complying with purchasing guidelines for health and safety when ordering plant, equipment and chemicals

Child Safety

- Ensure adherence to all student safety standards and mandatory reporting requirements.
- Attend training to maintain compliance with all child safety legislation, standards, and regulations.
- Complete all mandatory training in a timely manner.
- Escalate and report all matters related to student safety immediately.

5. Qualifications, Registrations and Experience

Qualifications & Registrations

- Victorian Institute of Teaching (VIT)
- Working With Children Check (WWCC)
- Current First Aid – HLTAID011 (including CPR HTLAID009)

Experience

- Previous experience in co-educational, independent schools will be well regarded
- Experience working in a team environment and demonstrated success in being a collaborative and effective team member
- Confident in working autonomously and in a team setting to produce quality outcomes
- Demonstrated understanding of the needs of children
- Thorough knowledge of contemporary educational practices as they relate to critical thinking, problem solving, innovation and collaboration
- Demonstrated problem solving skills with the ability to think logically and laterally
- Strong organisational and time management skills with the ability to meet prescribed deadlines and concurrently manage competing tasks to effectively deliver on priorities
- Capacity to organize and deliver exceptional presentations to diverse audiences
- An understanding of the Victorian Curriculum and Social and Emotional Learning is desirable
- Strong ICT skills, with evidence of technology in classroom practices



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6. Attributes

The following attributes will be relevant to support the incumbent in performing this role:

- Energetic and engaging, an influencer with a powerful presence
- Ability to create and to lead high performing teams
- Compassionate and patient
- Model great leadership
- Demonstrate a commitment to professional and lifelong learning
- Demonstrate a commitment to uphold the values and contribute positively to the culture of the School
- Committed to uphold the vision and values of Peninsula Grammar
- Genuine interest in the School, students, and families in the School Community

7. Additional Information and Special Conditions

- As a member of the School staff, the incumbent is committed to the Mission and Values of the School
- In all matters concerning employment, this position is ultimately responsible to the Principal. However, for practical purposes, these functions are delegated to the Deputy Principal. In its day-to-day duties, the role will be responsive to the needs of the School.
- Work attendance outside of ordinary school hours is required where directed to support events, functions, and programs (including sports).

Tenure: Maximum Term, Leave Replacement

• Core Demands

PHYSICAL DEMAND	RARELY <15%	OCCASIONALLY 15-30%	REGULARLY 30-85%	FREQUENTLY >85%
Sitting	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Running	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Exposure to noise	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Climbing (steps / stairs)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Working from heights (>2metres)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual handling (>5kgs)				
Lifting	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Carrying	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pulling	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>